



BEHAVIOUR and RELATIONSHIPS POLICY 2026-27

Recommended by: JHI

Recommendation Date: September 2026

Ratified by: LAGB

Signed: 

Position on the Board: Chair of Governors

Ratification Date:

Next Review: September 2027

Policy Tier (School): Ipsley

Statement of Intent

Effective learning for all pupils is our primary goal. Raising standards of achievement will result from more effective learning. Good behaviour plays a significant role in promoting a safe and orderly environment, in enabling effective teaching and learning to take place, and in encouraging pupils to become responsible members of society. In order for us to be a successful learning community, all members of the community are expected to commit themselves to this aim, by working together and supporting each other, as a team. We call this team 'Team Ipsley'.

Pupils at Ipsley C of E Middle School are expected to behave in a way which supports the school to be a pleasant, supportive and positive learning environment. Equally, well planned and engaging lessons are important in motivating pupils and lessening the likelihood of disruptive behaviour. Finally, fostering positive and respectful relationships between all members of the school is seen as crucial to ensuring high standards of behaviour.

Objectives of policy

The purpose of this policy is to set out the school's expectations for pupils' behaviour and conduct, the support available to help pupils meet those expectations, the disciplinary sanctions that may be used, and the roles and responsibilities of pupils, staff, parents, the academy trust and the Local Academy Governing Board. It supports a calm, safe and inclusive environment in which all pupils can learn and flourish.

The behaviour procedures will outline how the Senior Leadership Team and other staff fulfil their responsibilities in a coherent and consistent way.

The behaviour guiding principles are outlined in detail in **Appendix A**

The behaviour expectations are outlined in detail in **Appendix B**

The behaviour procedures are outlined in **Appendix C**

The responsibilities of our different stakeholders are outlined in **Appendix D**

The school's approach to preventing and responding to bullying, discriminatory behaviour and child-on-child abuse is outlined in Appendix E

The Legislation and statutory requirements of this policy are outlined in **Appendix F**

Definitions of key terms are outlined in **Appendix G**

Links with other policies are also outlined in Appendix F

Evaluation and development of policy

The policy is developed through consultation with staff, pupils and governors. The policy should be considered in conjunction with other relevant policies such as the Anti-Bullying policy, the Child Protection and Safeguarding policy and the Suspension and Permanent Exclusion Policy. Pupils will be consulted about, and informed of, any changes to the policy. The policy will be communicated to

pupils, parents and staff, published on the school website and made available in an accessible format on request.

Review cycle of policy

This policy will be reviewed by the Governors annually in accordance with the school's review cycle.

Appendix A: Behaviour Guiding Principles

At Ipsley C of E Middle School, we strive to create a community where we all flourish, following God's example by loving each other as He loves us. Together, we become the best versions of ourselves by being ambitious, courageous and kind, creating a community which can achieve anything we set our minds to.

We expect that pupils should always abide by three behaviour guiding principles:

- 1) Ready
- 2) Respectful
- 3) Safe

These three guiding principles encourage all pupils to conduct themselves in a way which demonstrates the best attributes and values of our school community. Pupils will actively and explicitly learn about these behaviour guiding principles throughout their time at Ipsley, and their importance to continued success in education and beyond.

The school explicitly teaches its behaviour expectations, routines and social norms. All new pupils, including those who join during the school year, will receive an appropriate induction. Expectations and routines will be revisited regularly, and reasonable adjustments or additional teaching will be provided where required.

The school's ethos and expectations are rooted in core Christian values. These underpin all aspects of our relationships, learning and behaviour. This behaviour policy is underpinned by the school's commitment to the Church of England's 'Vision for Education' (2016) and 'Valuing All God's Children' guidance (2019).

We are committed to fully supporting the mental health and wellbeing of pupils, and strive to be inclusive in all of our decision making. We strive to create equality of opportunity for all pupils to engage in creative, artistic, cultural and active enrichment activities.

Appendix B: Behaviour Expectations

Pupils are expected to follow the ready, respectful, safe principles in the following ways:

READY

- Be punctual and maintain good attendance
- Arrive equipped to learn
- Engage positively with learning

RESPECTFUL

- Take pride in wearing full school uniform
- Value and respect the opinion of others
- Take pride in our school environment

SAFE

- Follow all staff instructions immediately
- Behave safely throughout the school day
- Help to keep others safe
- Be safe online

B.2 Off-site and online behaviour

Sanctions may be applied where a pupil has misbehaved off-site or online when representing the school, such as on a school trip or on the bus on the way to or from school. A sanction may be applied for misbehaviour where the child is wearing the school uniform or is in some other way identifiable as a pupil of the school.

Sanctions may be applied for misbehaviour at any time, including misbehaviour online, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school; or poses a threat to another pupil or member of the public; or could adversely affect the reputation of the school.

Pupils are expected to follow the Acceptable Use Policy when using ICT resources.

B.3 Malicious allegations

Where an allegation is shown to have been deliberately invented or malicious, the Principal will consider whether disciplinary action is appropriate in accordance with this policy. A pupil will not be sanctioned simply because an allegation is unsubstantiated, unfounded or shown to be false. The Designated Safeguarding Lead will be involved and appropriate support will be considered for the pupil who made the allegation.

Please refer to our procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

Appendix C: Behaviour Procedures

C.1 Relationships and positive climate for learning

Relationships are key to creating positive learning environments. Teachers seek to form relationships with pupils in their care, as key emotionally-available adults within a child's life. These relationships are formed on the grounds of mutual respect, and are repaired following any ruptures where misbehaviour may have taken place.

Ipsley has five 'relentless routines' which are key to creating high levels of inclusive consistency across the school. These five routines are:

- Warm welcome
- Calm corridors
- Class countdown
- Positive praise
- Repair relationships

Ipsley has four Behaviour and Wellbeing Leaders who are non-teaching members of staff, available throughout the school day to support positive climate for learning and support repairing relationships through positivity, proactivity and presence.

C.2 List of rewards and sanctions

Positive behaviour will be rewarded through the following non-exhaustive list:

- Verbal Praise
- Team Ipsley Points (TIPs)
- PRIDE points
- Letters, ePraise messages or phone calls home to parents/carers
- Special responsibilities/privileges
- Special rewards and trips
- Celebration assemblies

Poor behaviour will be sanctioned through the following non-exhaustive list:

Any sanction will be lawful, reasonable and proportionate. Staff will consider the circumstances of the individual case, including the pupil's age, any SEND or disability, religious requirements, safeguarding concerns and other relevant personal circumstances. Where behaviour may indicate that a pupil is suffering or likely to suffer harm, staff will follow the Child Protection and Safeguarding Policy and consult the Designated Safeguarding Lead or a deputy.

- Classroom behaviour management techniques
- Behaviour demerit
- Restorative action
- Detention at break, lunchtime, or after school
- Pastoral detention
- Senior Leadership Team detentions
- Letters, phone calls home and/or meeting with parents/carers
- Parking
- Refocus
- Suspension
- Permanent exclusion

In KS2, parents will be notified of an after-school detention by telephone. In KS3, parents will be notified of a same-day after-school detention of up to 20 minutes through Edulink. Parents will receive at least 24 hours' notice by telephone of a Pastoral detention of 30 minutes or a Senior Leadership Team detention of 45 to 60 minutes.

Parental consent is not required for a lawful detention. The school will, however, consider whether the detention could compromise the pupil's safety, whether the pupil has known caring responsibilities, whether it conflicts with a medical appointment, and whether suitable travel arrangements can reasonably be made. Pupils will be allowed reasonable time to eat, drink and use the toilet during lunchtime detentions. Where a safeguarding or safety concern exists, the detention will be adapted or rearranged appropriately.

We may use the parking and/or refocus system in response to serious or persistent breaches of this policy. These arrangements constitute removal from the classroom and will be used for the minimum time necessary to restore a calm and safe learning environment, enable meaningful education to continue, or allow a pupil to regain calm in a safe space. Pupils will be supervised, provided with suitable work and supported to reintegrate successfully. Use of parking and refocus will be recorded and monitored, including for patterns relating to SEND, disability or other protected characteristics. Parents will be informed in accordance with the school's procedures.

Pupils who do not comply with sanctions for poor behaviour will be escalated through the behaviour ladder.

C.3 Restrictive Interventions, Including the Use of Reasonable Force

Members of staff may use reasonable force where it is necessary and proportionate to prevent a pupil from:

- Committing an offence
- Injuring themselves or others, including pupils, staff or visitors
- Damaging property
- Prejudicing the maintenance of good order and discipline at the school or among pupils

Any use of reasonable force must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Before using reasonable force, staff will consider the risks and any known vulnerabilities, including SEND, disability, mental health needs or medical conditions. Force will never be used as a punishment. Any use will be recorded and reported in accordance with the school's procedures, and appropriate post-incident support will be considered.

C.4 Prohibited and Banned Items

Prohibited items, as determined by the Department for Education, include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, lighters, vapes or other associated paraphernalia
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Any prohibited items believed to be in pupils' possession will be managed in line with search and screen procedures. These items may not be returned to pupils but either disposed of, given to the police or returned to parents.

Mobile phones will be handed in on arrival to class teachers and tutors. Pupils will be permitted to access their mobile phones before and after school, but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

Banned items, as determined by the school, include:

- Imitation weapons, including BB guns or toy weapons
- Laser pens
- Chewing gum
- Make up
- Aerosols
- Large quantities of sweets
- Fizzy drinks, hot drinks and energy drinks
- Toys not issued by staff at the school
- Internet enabled technology other than those handed in to a member of staff

The headteacher and members of staff authorised by the headteacher may search for the school-banned items listed above where there are reasonable grounds to suspect that a pupil has one in their possession. These items may be confiscated and retained, returned or disposed of as appropriate. Searches and the handling of confiscated items will follow current DfE guidance and the school's safeguarding procedures.

We will also confiscate any item which could disrupt learning. These items may be held by the school and will be returned to pupils when school deems appropriate.

Searching, screening and confiscation will be conducted in accordance with the latest DfE guidance. Searches will be necessary, proportionate and carried out with due regard to pupil privacy, safeguarding, equality and any SEND or medical needs. Where a search reveals a safeguarding concern, the Designated Safeguarding Lead or a deputy will be informed.

C.5 Pupil support

The school recognises its duties under the Equality Act 2010 to prevent discrimination and to make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage by the school's policies or practices. The school will also use its best endeavours to meet the needs of pupils with SEND and will secure the special educational provision specified in an Education, Health and Care plan.

The school's special educational needs team, safeguarding team and/or Behaviour and Wellbeing Team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs, including mental health needs, or external circumstances which could be adversely impacting their behaviour.

Where a pupil has SEND or a disability, staff will consider whether this contributed to the behaviour, whether appropriate provision and support were in place, and whether reasonable adjustments should be made to the behaviour response or sanction. The school will use the graduated approach to assess, plan, deliver and review support and, where possible, will anticipate and reduce known triggers without lowering expectations for behaviour.

Where necessary, support and advice will also be sought from external agencies, medical practitioners and/or others, to identify or support specific needs.

C.6 Alternative Provision and Off-Site Direction

Alternative provision may be used as part of a planned intervention to support a pupil's educational, behavioural, SEND or wellbeing needs.

An off-site direction is a temporary placement at another mainstream school or alternative provision setting intended to support a pupil in improving their future behaviour.

It will not be used as a disciplinary sanction or punishment for past misconduct.

Off-site direction will normally be considered where appropriate in-school interventions or outreach support have been unsuccessful or are considered inappropriate. Before arranging an off-site direction, the school will consider the pupil's individual needs and circumstances, including SEND, disability, health and safeguarding needs; consider the suitability and safety of the proposed provision; seek and take account of the pupil's views; consult parents or carers; liaise with the local authority where the pupil has an EHC plan; define the objectives and proposed duration; share appropriate information and risk assessments; and ensure that the pupil continues to receive a broad and balanced education.

The academy trust, as proprietor, is responsible for arranging an off-site direction. Decisions and reviews may be undertaken by the Local Academy Governing Board or school leaders where this responsibility has been formally delegated through the trust's scheme of delegation.

Parents or carers, and the local authority where the pupil has an EHC plan, will receive the required written notification within statutory timescales. The placement and reintegration plan will be

reviewed regularly. The pupil, parents or carers, the receiving provider and relevant professionals will be invited to contribute. Following each review, a written decision will be made about whether the placement should end or continue and, if it continues, for how long.

The school will maintain appropriate contact with the pupil, monitor attendance, welfare, behaviour and academic progress, and plan carefully for successful reintegration. Equality Act 2010 and Children and Families Act 2014 duties continue throughout the placement. Off-site directions will be arranged and reviewed in accordance with the Education (Educational Provision for Improving Behaviour) Regulations 2010, as applied and amended for academies by the 2026 Regulations, and current statutory guidance.

C.7 Suspension and Permanent Exclusion

Only the Principal, or the person formally acting as Principal, may suspend or permanently exclude a pupil. Suspension and permanent exclusion will be used in accordance with current statutory guidance, the school's Suspension and Permanent Exclusion Policy and the academy trust's procedures. Permanent exclusion will be used only in response to a serious breach or persistent breaches of the behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

The school will consider relevant contributing factors, safeguarding concerns, SEND, disability and reasonable adjustments before deciding on suspension or permanent exclusion. Following a suspension or off-site direction, the school will support successful reintegration and consider the pastoral and academic support required to help the pupil meet the expected standards of behaviour.

Appendix D: Responsibilities of our different stakeholders

D.1 The Local Academy Governing Board

The academy trust, as proprietor, is responsible for ensuring that a written behaviour policy and an effective anti-bullying strategy are drawn up and implemented effectively. The trust retains ultimate legal accountability.

The Local Academy Governing Board will undertake the functions delegated to it under the trust's scheme of delegation, including reviewing and monitoring this policy with the Principal, monitoring its effectiveness and holding leaders to account for its consistent and lawful implementation.

D.2 The Principal

The Principal is responsible for reviewing and implementing this Behaviour and Relationships Policy in conjunction with the academy trust and the Local Academy Governing Board, in accordance with the trust's scheme of delegation.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

D.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Rewarding good behaviour

The middle and senior leadership team will support staff in responding to behaviour incidents and effective implementation of the policy.

The Principal and senior leaders will ensure that new staff receive a clear induction into the school's behaviour culture, expectations, routines and systems. Staff will receive appropriate ongoing training, including training about how SEND, disability, mental health, trauma and safeguarding needs may affect behaviour.

D.4 Parents/Carers

Parents/carers are expected to:

- Support their child in adhering to the Behaviour and Relationships Policy
- Support the school with the application of this behaviour and relationships policy, including pupils' attendance to after school detentions and SLT detentions
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Appendix E: Preventing and Responding to Bullying, Discriminatory Behaviour and Child-on-Child Abuse

We aim to create a friendly, caring, Christian environment where each individual appreciates his/her positive part in the school and wider community.

E.1 Definition of Bullying

Bullying is an abuse of power – that is, a more powerful person or group will be intentionally causing harm, physically, emotionally, or psychologically, to a less powerful person or group.

Bullying is commonly repeated over time; however, a single incident may still constitute serious, discriminatory or abusive behaviour or raise a safeguarding concern. Every reported incident will therefore be recorded, considered and responded to appropriately, whether or not it meets the definition of bullying.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

E.2 Statement of Intent

At Ipsley C of E Middle School, we are committed to providing a caring, friendly and safe Christian environment in which all pupils can learn and flourish. Bullying, discriminatory behaviour and child-on-child abuse will not be tolerated. We are a reporting school: anyone who knows about or witnesses an incident is expected to report it to a member of staff. All pupils have the right to be educated in a safe and secure environment and are encouraged to be active bystanders who seek help rather than ignoring harmful behaviour.

E.3 The School's Approach to Bullying, Discriminatory Behaviour and Child-on-Child Abuse

The school recognises that children can abuse other children and that child-on-child abuse can occur in school, outside school and online. Child-on-child abuse may include bullying, discriminatory behaviour, physical abuse, abuse within intimate personal relationships, sexual violence, sexual harassment, harmful sexual behaviour, upskirting and the consensual or non-consensual sharing of nude or semi-nude images.

All forms of child-on-child abuse are unacceptable and will be taken seriously. Sexual violence and sexual harassment will never be tolerated or dismissed as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. Staff will challenge inappropriate and abusive language and behaviour.

Any concern about child-on-child abuse must be reported promptly to the Designated Safeguarding Lead or a deputy and managed in accordance with the school's Child Protection and Safeguarding Policy. Incidents will be recorded, considered and investigated appropriately. The school recognises that the absence of reported incidents does not necessarily mean that abuse is not taking place.

Each incident will be considered individually, taking account of the wishes, safety and best interests of the child who has experienced the alleged abuse. Appropriate support will be considered for that child, the alleged perpetrator and any other children affected. The needs and safety of the child who has experienced the alleged abuse will remain a central consideration.

Safeguarding action and disciplinary action are separate processes and may take place at the same time. A proportionate sanction may be applied while a safeguarding assessment or an investigation by children's social care or the police is continuing. Disciplinary action will not replace appropriate safeguarding action.

The school recognises and values the home-school partnership in preventing and responding to bullying, discriminatory behaviour and child-on-child abuse. Effective management is a shared responsibility involving staff, pupils, parents and relevant external agencies. Detailed reporting, risk assessment, investigation and support procedures are contained in the Child Protection and Safeguarding Policy and the Anti-Bullying Policy.

E.4 Prevention

Keeping all pupils safe is a clear priority for our school. The issue of bullying, racist, sexual, homophobic, biphobic and transphobic incidents/issues will be addressed with pupils at a number of levels.

At a whole school level – through assemblies, themed weeks, school council, parent engagement etc.

At classroom level – during tutor time, as opportunities arise throughout delivery of the curriculum, through the PSHE curriculum.

At an individual level, pupils who experience bullying, discriminatory behaviour or child-on-child abuse will be offered appropriate support and guidance. Pupils alleged or found to have displayed harmful behaviour will receive an appropriate safeguarding and disciplinary response, together with support and strategies intended to prevent recurrence.

School recognises that there are particular times when pupils may be more vulnerable to these incidents– lunch and break times, beginning and end of the school day and on the way to and from school. Reasonable adjustments can be made to reduce the risk of bullying, racist, sexual, homophobic, biphobic and transphobic incidents.

Pupils will be positively encouraged to talk to staff about incidents of bullying, racist, sexual, homophobic, biphobic and transphobic incidents. Pupils can also report any incidents to staff using the 'report a concern' function on ePraise.

Parents who believe their children are the victims of bullying, racist, sexual, homophobic, biphobic and transphobic incidents should report their concerns to school at the earliest opportunity and be prepared to work with school to keep their children safe in the future.

Similarly, if parents believe that their children are instigating bullying, racist, sexual, homophobic, biphobic and transphobic incidents, this information should be shared with school so that steps can be taken to address this problem and to prevent further incidents occurring.

E.5 Post Incident Response for Victims of Bullying

Full details of the school's response are contained in the Anti-Bullying Policy and the Child Protection and Safeguarding Policy. We will provide a proactive, sensitive and supportive response to children affected by bullying, discriminatory behaviour or child-on-child abuse. Each case will be considered individually and the response will reflect the pupil's needs and the nature of the incident. Support may include:

- Positive reinforcement that reporting the incident was the correct thing to do
- Sympathy and empathy
- Strategies to stop future incidents
- Befriending
- Assertiveness training
- Extra supervision and monitoring
- Creation of a Support Group
- Peer mediation / mentoring
- Informing and involving parents
- Arrangements to review progress
- Parents contacted daily or weekly to update on progress

Appendix F: Legislation, statutory requirements and policies

F1 Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Children and Families Act 2014
- Human Rights Act 1998
- Education (Independent School Standards) Regulations 2014
- Education (Educational Provision for Improving Behaviour) Regulations 2010, as applied and amended for academies by the 2026 Regulations
- School Attendance (Pupil Registration) (England) Regulations 2024
- Voyeurism (Offences) Act 2019
- DfE (2026) 'Restrictive interventions, including the use of reasonable force, in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2026) 'Keeping Children Safe in Education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'

- DfE (2026) 'Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Permanent Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Searching, Screening and Confiscation Procedures
- Restrictive Interventions Policy Including the use of reasonable force, restraint and seclusion
- SEND Information Report

Appendix G: Definitions

G.1 Misbehaviour is defined as:

- Disruption of your own learning
- Disruption of the learning of others
- Disrespectful behaviour towards others, including peers, staff and visitors
- Disrespectful behaviour during social times, including before or after school
- Disrespectful behaviour online
- Disrespectful behaviour towards the school environment
- Poor unstructured time conduct
- Non-completion of classwork or homework
- Poor attitude
- Non-compliance
- Incorrect uniform or equipment
- Poor attendance (without reasonable excuse) or punctuality (including being in the toilets or first aid room unnecessarily)

G.2 Serious misbehaviour is defined as:

- Persistent or serious disruption of your own learning
- Persistent or serious disruption of the learning of others
- Physical assault
- Aggressive or threatening behaviour
- Intimidation
- Jeopardising the health and/or well-being of pupils or staff
- Repeated breaches of the school behaviour policy
- Bringing the school into disrepute
- Any form of bullying or harassment both in school, outside of school or online.

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- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
 - Sexual violence
 - Sexual harassment
 - Vandalism
 - Damage to school property
 - Theft
 - Fighting
 - Smoking
 - Drug or alcohol related incident
 - Use of offensive or abusive language
 - Racist, sexist, homophobic or discriminatory behaviour
 - Possession of any banned items (see Appendix C)
 - Possession of any prohibited items (see Appendix C)
 - Unsafe behaviour which may result in harm to themselves or others
 - Truancy
 - Defiance towards staff
 - Inappropriate use of mobile phone / online behaviour
 - Non-compliance with the school's sanctions system
 - Disrupting the smooth running of the school

These lists are non-exhaustive.